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THE

Eastern Washington Review



**VOLUME 1
NUMBER 3**

Three Poems

THE HARPIST

*The harpist bids the tones to come
And guiding them, they echo from
The not so distant heav'nly place,
"Tone-patterned on a silent space."
Sweet-flowing is the dulcet cup;
Its tincture ageless when you sup
Of poignant sheerness clear and sharp
To sting your memory. This harp
Is made to live by soul afire,
Mirrored in song, a master's choir.*

PHILANDER

*He wanders off the beaten path
Through wayside nooks, I know,
Those patterned pawprints autograph
The frolics of a pup in snow.*

TO TOUCH THE HEM OF TIME

*Her voice, from its cocoon of silken skein
Is tapestried in music to sustain
The haunting beauty of her soul embossed
In song. This fragile keepsake from a lost
Composer's "Prayer" is fleeting moment, stayed,
To touch the hem of time, a prayer portrayed.*

Louise Hodge Millar

The President's Column



Looking back over an experience or a series of experiences, at a job done or after a year's activities and accomplishments, is a pleasurable and profitable exercise. There is pleasure in the plans that have been accomplished, in dreams that have been translated into reality. There is profit in detecting the causes of failure and shortcomings which stand out in clearer relief from a distance. There is incentive from both experiences to turn to the future with renewed determination, confidence, and understanding.

One of the prominent threads in the pattern of the past year at Eastern is the one which traces the growth of the Alumni Association. The increased membership, the more clear-cut program, the evidences of tangible outcomes, the evidences of more confident and more ambitious planning for the future—all contribute to the picture. One can see very clearly the possibilities of increased participation of the alumni in the affairs of the college on the foundations thus laid. We hope that this increased activity will not only result in a record-breaking attendance at Homecoming in October; but that it will bring about regular and frequent returns of graduates and former students to the campus. All this will eventuate, we hope, into a project which has been previously suggested, a special Alumni Week or Alumni College. Such will be the occasion when Easterners will reconvene on the campus for a week of "refresher experiences" and of bringing themselves up-to-date on developments in various areas of knowledge and of the college activities.

When one looks at Eastern, there are also other prominent patterns that attract the attention. The current year has brought to a close the period of emergency physical expansion on the campus. Only a few minor jobs remain to be completed and the college calendar will be cleared of all these operations. The beginning of work on the first wing of a new Music Building marks the first step in what we hope will be a new program of permanent construction. There should follow in rapid succession a number of other much-needed structures which will dignify and greatly improve the physical Eastern. There remains the more difficult job of building a program which will be in keeping with the many-fold and important demands which are being made upon higher education in these critical and uncertain times.

Another noticeable pattern in the story of the past year is that which reveals the changing character of the student body. Increased numbers of high school graduates from the upper levels of their graduating classes, greatly increased varieties of interests and abilities represented in the 1948 student body, evidences of improved leadership are all parts of the picture. The expanded scholarship program will contribute materially, it is hoped, to a continued upward trend in this curve of development.

The college continues to be "on the spot" where the preparation of teachers is concerned. Regardless of the expanded curriculum authorized by the 1947 legislature, the state of Washington still places primary responsibility

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Issued in October, January, April, and July, the Eastern Washington Review is designed to furnish news to the college group of alumni, faculty, and students concerning the thinking and doing of the various members of the college group.

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upon the colleges of education for the production of increased numbers and greatly improved quality of trained teachers for the schools of the state. The need in the elementary grades is still acute. Progress toward both these end-products has been made during the year. This still provides, however, outstanding challenge and opportunity to the college.

Mention should be made of the increase in enrollment from 250 to 1325 over the three-year period and of the concurrent increase in the faculty. Thirty-five new names have been added to the payroll during the current year alone. Just what the future will hold in store in this direction is difficult to say from this point of view. About all that can confidently be said is that Eastern will continue to grow in enrollment in relation to how well we serve satisfactorily and distinctively those students who have placed their names on the roster of the student body. One could list many factors upon the basis of which continued rapid growth is assured.

May I take advantage of this opportunity to speak for Eastern, both the faculty and the student body, and say that we are deeply grateful for the many evidences of interest and helpfulness manifest by the alumni and former students through the past year. We look forward with anticipation to the year ahead because of confidence in the continuation and increase of this interest and this helpfulness.

WALTER W. ISLE.

UNESCO Meeting

On Saturday, May 29th, an important meeting will be held in Spokane. This meeting is concerned with discussion of the San Francisco UNESCO Conference, where the responsibility of UNESCO was defined as that of building an atmosphere in which the United Nations can work. Probably an Eastern Washington World Affairs Council will be formed. This work, so tremendously important to each of us, is worth watching and supporting.

Where Do our Teachers Come from?

by

*Clark M. Frasier.



Almost every day for the past several months administrative officers from public schools from every corner of the state have come to our campus seeking teachers to staff their schools for the coming year. They want Kindergarten teachers, Grade teachers, Junior High teachers, Physical Education teachers, Coaches, in fact, every kind of teacher for every grade and department of the Elementary and Junior High Schools. Many, many teachers are wanted and desperately needed, and few are available. The supply is pitifully small in comparison to the demand. According to a recent survey made by the National Education Association, approximately 142,000 additional teachers will be needed to staff the public schools of the United States next fall. This same survey shows that the institutions preparing teachers will graduate about eighteen thousand new teachers next June. Eighteen thousand teachers to fill 142,000 vacancies. This is indeed a very serious situation. The situation in Washington is typical of that of the nation, so the problem is truly our problem.

The people who come to our campus seeking teachers they cannot find, ask, "Why? Why cannot the college supply this demand?" The answer is simply that the college is a processing agency. It does not create. It cannot produce teachers by waving a magic wand. We must have a freshman before we can turn out a teacher, and enough freshmen are just not appearing on our campus who are filled with the desire to become teachers. So when a Superintendent asks me why he cannot have six teachers for his staff, I ask him in return, "Did you furnish the college with six freshmen four years ago?" The problem of teacher shortage will be solved when, and only when, each school and each community takes upon itself the task of seeing to it that the colleges of education are furnished with young people in the quantity sufficient to take care of its teacher needs, to care for replacement and expansion.

This, one of the most serious problems we are facing today as a state and nation, is a cooperative job in which school, community, and college must work together. The very foundation of our democracy is threatened, for, as the President's Commission on National Security reports, "The first line of defense is an enlightened citizenship," and enlightened citizenship must depend upon good schools, manned by an adequate number of good teachers.

So the problem we are discussing here is one of national defense. Surely this is an era in which we can cooperate.

What can the public school do? The first thing is to make it possible for the best students in every high school to learn about teaching as a profession. It should not be

*Professor Clark Frasier serves outstandingly in several areas in the state's program. He is professor of Elementary Education, Director of Student Teaching, and Director of In Service Education, whose value has been increasingly recognized. With Madison Brewer as principal, he oversees the College Elementary School which has had national recognition, including praises from Californians who are sometimes loathe to praise other west coast schools.



CLARK M. FRASIER

neglected in the guidance program. High school students who can be interested in teaching should be formed into Future Teachers organizations with many opportunities in the senior year to work with children. Among the schools who are doing an excellent job in this connection are Shelton, Sunnyside, Vancouver and Colville.

What can teachers do? First they can so exemplify in their lives the fine things of our profession that students will be attracted to them. The reason given most often by young students who chose teaching is that they were attracted by a certain teacher. A fine positive attitude toward teaching by all teachers would do much to solve our problem.

What can laymen do? First of all, they can cultivate an appreciation of the importance of teaching and encourage their children to consider the possibilities of the teaching profession. At least it would help if they did not openly discourage their children from entering the profession. They can see to it that the teachers in their communities are given every opportunity to live normal lives, and to be happy and secure, for they can make it possible for the teacher to be integrated into the life of the community, and finally they can help see that schools are properly and adequately supported.

If we all work together on an adequate program of recruiting enough of the right kind of our young people for the teaching profession, Superintendents will need no longer ask when they come to Eastern, "Where are the teachers I need?"

It cannot be too strongly emphasized that simply to recruit young people in large enough numbers to staff our schools is not enough. They must be of the quality

which will insure adequate leadership for our children. Teaching is the most important work in America, and it must attract our very best talent.

Where do our teachers come from? They come out of our homes and out of our schools, out of every community in the state. Let, then, every home, every com-

munity, and every school join hands and pledge cooperation to the end that young people in the number and of the quality that you would like to have as the teacher of your children and in your school are given the encouragement and opportunity to prepare in our colleges for this most challenging profession—Teaching.

Modern Democracy

*By Dr. Howard Payne

An editorial in the *New York Times* of 22 February, 1948 quoted Prime Minister Attlee speaking in defence of British Socialism and western Democracy as opposed to Russian Communism. Whereas, Attlee said, Communism had been:

bred on the Continent in an atmosphere of authoritarianism, (Western Socialism) has its roots in European civilization, in humanism, in Christianity and, in this country, in our British history. We here are brought up on the basis of a civilization whose roots go back into the past. We are up against something which has no roots in the past, which, indeed, tries to destroy the past.

Developing Attlee's theme further, especially as applied to Democracy, the *Times'* editorial writer continued:

And that seems to be the root of the matter—a Western civilization deeply rooted in the past, clinging to precious possessions that can be acquired only by long experience, up against something which has learned nothing from the past, which indeed, tries to destroy the past as if it had never existed.

For there is (among other things) in common between the communist system on the one hand and Italian fascism and Hitler's national socialism on the other: that all three are improvisations of 'inspired' leaders, changing from day to day, unpredictable, subject to a few men's whims, unstable as water in both foreign and domestic policies . . . the most stupendous problem of our time is whether European civilization painfully built up over so many centuries, which has made the phenomenal transit from the Old to the New World, is now to be replaced by a new order which has no roots in the past, which is engaged in the fantastic enterprise of trying to destroy the past, which is trying to substitute for all human experience an elastic system improvised by a board of managers sitting in the Kremlin fortress.

This new system is now just thirty years old. When it has stood the test three thousand years the board of managers will have a better chance to 'sell' it to the Western World.

Both Mr. Atlee and the *Times'* commentator are on firm enough ground when they assert that Western civilization has its roots in the past, and that British Socialism and Democracy have their roots in the same past (albeit roots of different lengths)—for neither of the latter sprang full-blown into existence, not even from a *Times'* editor's Jovian brow. Nor can it be denied that Fascism, Nazism and Communism (all three being uncompleted revolutions) represented a revolt against certain values long established in the western tradition; it would have been more illuminating to add that these movements also exaggerated certain tendencies well apparent in western civilization in the nineteenth century. But the editorial assertion that Communism, Fascism, and Nazism were merely the "improvisa-

tions" of a few whimsical men, without profound causes arising from the past, betrays a lamentable misunderstanding of the fact that historical change—and especially revolutionary change—stems from deep social, political, and economic forces. Great revolutions are never the work of only a few men, although they may give that appearance during the excesses which accompany the more dynamic stages of such upheavals. Finally, the editorial writer erroneously implied that western Democracy and, presumably, British Socialism, were three thousand years old in their essentials.

Actually, of course, modern Democracy is far less than three thousand years old; and Communism arose from tendencies well apparent in European civilization as well as in Russian conditions fully a century ago. It is not the purpose of this essay to analyze the present stage of the Bolshevik revolution in Russia; but it is this writer's purpose to attempt a clarification of certain aspects of modern Democracy which may serve to break up into more meaningful elements the current vague generalizations within which the term "Democracy" is bandied about with bewildering changes of course and emphasis.

Without pausing to inquire whether or not the *New York Times* would have equated Socialism in Britain or anywhere else with "Democracy" a few years ago, let it be here suggested that the editorial in question is correct in viewing Democracy as one of the most recent phases in the long evolution of western society, but is treading upon doubtful and dangerous ground in identifying its present institutional expressions as the crystallization of three thousand years, any deviation from which represents a complete and nihilistic break with the past.

One hundred and fifty years ago the commonly-accepted principles of modern Democracy were themselves under bitter indictment everywhere in Europe—attacked as being subversive abstractions, as destroyers of the centuries' accumulation of human experience and western civilization, as the insidious whims of a few wicked men. The French Revolution, whose principles of Liberty, Equality, and Fraternity were to conquer the nineteenth century after an initial agony of terror, dictatorship, civil violence and international war, appeared to most of the articulate spokesmen of Europe as a catastrophic break with all that was true and vital in the past—indeed, as the end of "civilization." Observers in the 1790's understandably found it difficult to see that the Revolution had been long in preparation because of institutions of the Old Regime which were too crystallized to adapt to vital social and economic changes. Hence these changes, which could have found

*Dr. Howard Payne, who was recently promoted to assistant Professor, is a new member of the History Department. He has quickly won the respect and admiration of students and fellow faculty members. This straightforward paper was first presented to the Wednesday Night Club.

gradual expression within a less rigid structure of government and society, were damned up into explosive pressures, spurred on by the seeming confirmation of an ideology which today is everywhere on the defensive as "Democracy," which finally burst forth into a violent revolution which passed through a series of rapid and unforeseen expressions before subsiding. Nor could the critics of the 1790's have foreseen that the principles of the French Revolution, thereby rooted in European soil, were destined for a century of less spectacular development which cleared the way for the establishment of what is today called Democracy. Modern Democracy in practice was a far different thing from the Reign of Terror in the Paris of 1794; and yet the principles used to justify both were the same. What the French Revolution had failed to attain immediately came much later when its effects had been modified by merging with the greater stream of western civilization. Yet, note the attacks levelled at the French Revolution, its leaders, and its principles by Edmund Burke writing in 1790 as the most able and distinguished spokesman of the Old Regime, certainly no more disgruntled reactionary.

To Burke, the Revolution, with its Jacobin International, was "that nameless horror in the heart of Europe; a hideous phantom; . . . One of the greatest calamities that has ever fallen upon mankind." The Revolutionary dogmas of "Liberty, Equality, Fraternity" appeared to Burke as false abstractions—constituting a catastrophic break with past history and social evolution:

By this unprincipled facility of changing the state as often, and as much, and in as many ways, as there are floating fancies or fashions, the whole chain and continuity of the commonwealth would be broken. No one generation could link with the other. . . . The science of constructing a commonwealth, or renovating it, or reforming it, is, like every other experimental science, not to be taught *a priori*.

Leaders of the movement in France appeared to Burke as "the revolution harpies of France, sprung from night and hell . . . a den of outlaws upon a doubtful frontier . . ." Burke could only conclude that:

The age of chivalry is gone. That of sophisters, economists, and calculators, has succeeded; and the glory of Europe is extinguished forever . . . All the decent drapery of life to be rudely torn off . . . On the scheme of this barbarous philosophy, which is the offspring of cold hearts and muddy undertsandings, and which is as void of solid wisdom as it is destitute of all taste and elegance, laws are to be supported only by their own terrors, and by the concern which each individual may find in them from his own private speculations, or can spare to them from his own private interests. In the groves of *their* academy . . . you see nothing but the gallows. . . . When ancient opinions and rules of life are taken away, the loss cannot possibly be estimated. From that moment we have no compass to govern us; nor can we know distinctly to what port we steer.

In short, during the French Revolution the principles of Democracy, which Burke described as "the most shameless thing in the world," were consistently attacked by the same arguments today being used by the *New York Times* and others to defend not only Democracy but Socialism—as opposed to "abstract" and allegedly rootless Communism. One is said to be the culmination of three milleniums of human experience and evolution; the other is alleged to be entirely divorced from the past, based upon the brainstormings of a few irresponsible and unscrupulous leaders. Such generalizations would seem to constitute too facile a dismissal of both Democracy and its contemporary rival—a dismissal too easy and sweeping to be valid in the light of history.

What, then, is Democracy? Can the principles which hardly more than a century ago were an annihilation of the

past also represent today the natural elimination of three thousand years? Surely Mr. Burke in his day could speak with as much claim to eminence as Mr. Attlee or the *New York Times* today. Let us resort hurriedly to history to discover a clue regarding the essential nature of modern Democracy—not to set up a philosophic idea of what Democracy *should* be, but to isolate some of the key elements in the practice of that kind of government which in recent times has gone under the name of Democracy.

In the very broadest sense, a survey of history will discover but two general types of government, constitutionally speaking: Oligarchy and Democracy. Under a system of Oligarchy, whatever its institutional form, the class which rules is not bound and accountable for its acts of government. In the same broad sense, in a Democracy the comparative few who rule are bound and accountable for their acts of government to those who are ruled. If another generalization will be permitted before proceeding to a more precise inquiry—Oligarchy is the predominant form of government to be found in history; Democracy is by far the rarest governmental phenomenon in history.

In the ancient world there were only two democratic experiments of any note—one in early Republican Rome, the other in Athens. In each case the institutional framework was quite different, the period of working democracy was very short and precarious, and neither had any connection whatever with the rise of modern Democracy. Although the direct Democracy of Athens was an episode which has been made to glitter amidst the intellectual heritage left by Grecian history to western civilization, no great philosopher of antiquity believed in Democracy as either a stable or desirable form of government. Actually, Athenian Democracy lay in the hands of an elite which never numbered more than two to three thousand really active citizens. Economically it was nurtured by the labor of slaves and disenfranchised metics. Unlike modern Democracy, the Athenian experiment evolved within the narrow framework of the city-state—today an obsolete political concept. Although both ancient and modern Democracy evolved very gradually from an oligarchic society, there the resemblance ends. Ancient Democracy was very limited, in time, in area, and in its concept of citizenship; modern Democracy had to await other origins.



DR. HOWARD PAYNE

Where, then, lay the source of modern Democracy? Not in human nature, according to Lord Bryce, who wrote that the desire for self-government has by no means been evinced as a universal trait in human nature :

When a people allow an old-established government like that of the Tsars or the Manchus to be overthrown, it is because they resent its oppressions or despise its incompetence. But this does not mean that they wish to govern themselves. As a rule, that which the mass of any people desires is not to govern itself but to be well governed.

Others have advanced Christianity as the source of modern Democracy, emphasizing the concept of "brotherhood of man" and its corollaries—although in this connection the universalism of the Greek Stoics should also be given its prior due. The Christian vision of the "brotherhood of man," later to appear with different sanction as the "Fraternity," in the French Revolutionists' "Liberty, Equality, Fraternity," does however bring us a step closer to the origins of modern Democracy—but just a step.

Christian principles offered an approach to Democratic *ideas*, as evidenced by the prevalence in medieval thought of such concepts as the brotherhood of man, the idea of a God-sanctioned natural law, and theoretical assertions that the people were the ultimate source of worldly Authority. But the Liberty, Fraternity and Equality of the Middle Ages remained ideas and aspirations—more to be realized in the Heavenly City of St. Augustine than in the practical feudal world whose every basis was anti-democratic. Even as ideas, the democratic trends in medieval thought were incomplete: Equality in the sight of God—yes; Fraternity within the universal Church—yes; but Liberty to differ in opinion with the authoritative theology and institutions of medieval Christendom—no. And liberty of opinion, as we shall see, is a key element of Democracy.

The direct origins of modern Democracy must be found in England, which introduced modern democratic *ideas* into the western world; and where began the first real experiments in Democracy via the slow challenge of a classbound oligarchy by a broadening section of the people. Just as modern Democracy has never become complete, so has it always evolved very slowly, never appeared suddenly in any stable form. Hence English Democracy cannot be dated precisely, either in practice or idea. But the seventeenth century saw a marked quickening of both practice and idea in England, beginning a process of development which did not reach its fruition until the late nineteenth century. In England, the process received its great impulsion from the Puritan Revolution—though Cromwell could hardly have appeared to a New York *Times* reporter as a Democrat—and from the subsequent victory of Parliament over Crown, consecrated in the great Settlement of 1689—though the thousand or so families who controlled both Parliament and England could hardly be portrayed to modern eyes as the whole English people living in self-government.

The Parliamentary Settlement of 1689, which established the supremacy of the English Parliament over the claims of Divine-Right Monarchy both resulted from, and continued the challenge of the rising middle classes to the political monopoly of hereditary privilege and power. The commercial middle-classes, arising on the crest of the tremendous expansion of trade and other economic enterprise, were generating a new political force destined to nourish the growth of modern democracy. The English Parliament, admitting merely an elite of the new commercial

on in the eighteenth and nineteenth centuries to develop the party-system and parliamentary procedures essential to Democracy in the modern world. The division into Whigs and Tories, developing within the parliamentary elite, passed the test of political parties: that is, Whigs and Tories differed upon specific issues, not entirely coincidental with class. More than a mere class-division, the English parties came to represent a real division of Opinion whose boundaries did not coincide purely with class boundaries. Especially was this true by the nineteenth century, when the growing numbers and influence of the middle classes found political expression in progressive extensions of the suffrage, and in the individualistic doctrines of Liberalism. The great significance of the advent of the middle classes into political recognition lay in their fluid composition as a group and in their manifold economic interests—all of which meant that static class-lines, opinion, and monopoly of political power no longer necessarily coincided in England. Oligarchy was being broken down, and the conditions of Democracy created—a process brought to its height by the social effects of the nineteenth century Industrial Revolution, to be discussed later in another connection.

Appearing also in the events of the seventeenth century in England were the *ideas* upon which modern Democracy rests. In the political philosophy of John Locke (with Karl Marx, one of the two most influential political thinkers of modern history) the basic democratic concepts were set forth; government by consent, equal rights to life, liberty and the free exercise of property. Although Locke was writing expressly to justify the new ascendancy of the English Parliamentary clique, his political ideas were justified in terms of "natural law"—that is to say, in terms of universal principles. Of course, the universality of Locke's democratic principles was in sharp contrast to the narrowness of application seen in the actual Parliamentary settlement in the seventeenth century England. Yet this gap between ideology and actual conditions, between professed ideas and practical application, is not to be wondered at, for it is a commonplace phenomenon in the history of human relationships. Locke formulated certain universal principles in order to justify a specific set of events; but those principles began a slow march of conquest through the eighteenth and nineteenth centuries, taking root in changing economic and social conditions;—becoming increasingly embodied in actual institutions and procedures of government—until the gap between democratic ideology and practical application had narrowed to the point described loosely by the twentieth century as "Democracy".

The "reception of Locke" had its greatest activity in America and in France. Locke's political ideas, at once flourishing within and helping to shape the rationalist philosophy of the 18th century, seemed to justify by irrefutable "natural law" the middle class aspirations for reforms—both in the American colonies and in the older society of France. The American Declaration of Independence reads like a paraphrase of Locke; in the writings of Voltaire, Rousseau and other French "philosophers", Lockian principles left their indelible traces. What better authority than universal, "self-evident" principles backed by laws of Nature to Justify the very concrete desires for change felt by solid middle class subjects both in France and America? Hence discontent found its ideology and produced the American Revolution—and the democratic principles expressed so

(continued on page 8)

Big Oaks From Little

Editorial from Harrington Citizen

by H. S. Bassett, Editor

Eastern Washington College of Education this week put into the mails an attractively printed twenty-page illustrated booster booklet. On its cover in red, above a foreground of evergreen trees, looms the victory bell against a background of sky blue.

On an inside page occurs, along with the pictures of President Walter W. Isle, those of George Hering, editor of the Davenport Times-Tribune, and Charles E. Myers, ex-senator and former EWCE trustee. The others in the picture are Tom Smith, warden of Washington State penitentiary and Dr. Edgar I. Stewart, assistant professor of History and Social Studies.

The caption over the picture reads: "Eastern endeavors continuously to keep classroom instruction geared to the outside world. Top flight men and women in newspaper and radio fields each year are brought to the campus for a journalism course sponsored by the Spokane Press Club."

In a two-page spread in the center of the booklet appears an airplane view of Eastern's campus that includes 24 buildings in a setting of trees.

And so, from the small beginning (considered very large in pioneer times) of an educational institution, the B. P. Cheney Academy has grown into this monster for the induction of knowledge into the progeny of the pioneers.

As a compliment for the town of Cheney having been named for him, Benjamin P. Cheney gave the town an educational institution complete with buildings and equipment, and a full corps of teachers, from Professor Felch on down to the primary grade. B. P. Cheney was a heavy stockholder in the Northern Pacific railway.

EASTERN finally grew out of the old B. P. Cheney Academy, where the Citizen editor attended school, first under Professor Carrier and then under Professor W. J. Sutton, and notwithstanding the lapse of 62 years, his portrait with that winning smile still hangs in the halls of our memory.

It was an old neighbor of the Bassetts in the Four Lakes country, 4½ miles northwest of Cheney, a Mr. Grubb, who, having been sent to the Washington legislature, put a bill through establishing the Cheney Normal School.

EASTERN has earned an enviable reputation through the years, for the excellent teachers it has provided for this and other states. No human being can estimate its far-flung influence for the good citizenship its leavening has produced.

Well do I remember how I worked my way to attend BPCA by choring the first winter for a lady piano teacher; the next winter choring for Mr. Bingham, washing dishes for the Norris Hotel and cooking and caring for a watchmaker, L. B. Jewell, when too much firewater incapacitated him for peering into the works of time-pieces.

Little did this writer dream when attending that old Academy, that from those grounds would rise this modern teachers college, and some day fit one of his daughters for the teaching profession.



1. New Field House.
2. Parking Lot.
3. Girls' Play Field.
4. Woodward Athletic Field.
5. Hudson Hall Dormitory.

6. Baseball Diamond.
7. Sutton Hall Dormitory.
8. Martin Hall—College Elementary.
9. Industrial Arts Building.
10. Infirmary.

le Acorns Grow - - -



mentary School.

- 11. Trailerville.
- 12. Guidance Clinic.
- 13. Heating Plant.
- 14. Tennis Courts.
- 15. Hargreaves Library.

- 16. Hudson Hall Cafeteria.
- 17. Monroe Hall Dormitory.
- 18. Showalter Hall—Administration Building.
- 19. President's Home.
- 20. Senior Hall Dormitory.

- 21. Music Hall.
- 22. Student Union Building.
- 23. Cheney Christian Church.
- 24. Cheney Senior High School.

MODERN DEMOCRACY—(cont. from page 5)

classes into its highly restricted suffrage, nonetheless went clearly by Locke began their generations of searching for fuller application. Similarly, in France the middle-class Revolution of 1789 climaxed a century-long campaign for reforms—only to become a vast conflagration of violence and European war, out of which Napoleon arose to destroy the old map of Europe and many institutions of the Old Regime.

After the fall of Napoleon in 1815, the victor Powers attempted to go back to the old way of life insofar as such reaction seemed possible after the vast changes wrought by the Revolution and Napoleon. But the liberal principles of the French Revolution had taken root throughout Europe. Growing from minority-movements in the early nineteenth century, the demands for constitutional government, for equality before the law, for universal suffrage, slowly won out in various degrees everywhere in Europe. By 1905, every sovereign state in Europe had a constitution, parliamentary institutions, and universal or very extended male suffrage. Essentially, these trends represented—in various degrees—the relative victory of the principles enunciated in the seventeenth century England Declaration of Rights, French Declaration of the Rights of Man, and the American Declaration of Independence. Constitutions and parliaments in the nineteenth century generally originated under the domination of the middle classes, as had been the case in England, but with the years increasingly yielded to mass influences by widening the suffrage, by inaugurating social legislation—in short, by evolving into the twentieth-century pattern of government usually referred to as "Democracy".

One of the most potent forces in bringing about this final step toward modern Democracy was the industrial Revolution of the nineteenth century. Its effects were two-fold. Firstly, in all the complexities created by modern industrial society, the challenges to oligarchy became infinitely more diverse. Where political power in past centuries had coincided with rigid class lines based upon the ownership of land, we have seen the rising commerce of the 16th-18th centuries expanding the so-called middle classes, who challenged the old identity of landed property and political power. Now, in the industrial society of the nineteenth century, power and simple economic class ceased more than ever to coincide—for an industrial society breeds many different kinds of power, not all vested in the same group. Commercial interests, ownership of new types of property, the power of management, of the Press, and especially the power of organization—all these and others represented various types of power not held in the same hands. Hence, it was no accident that industrialization and Democracy arose together, for the old simple identity of political power and landed property—that is, Oligarchy—was thus broken down. The result was that political power was no longer the exclusive possession of any one class of the community. Secondly, the Industrial Revolution, with its socially-significant introduction of the factory system, plowed the ground for the growth of labor organization and Socialism, whose twin pressures did more than anything else in Europe to expand suffrage, then to use the wedge of universal male suffrage to launch the social services and other procedures commonly associated with modern Democracy.

All of which can now lead us into some generalizations regarding the essential characteristics of what has been designated as Democracy in recent years.

First of all—Democracy has always evolved very slowly. The violence of the French Revolution was a good example of the consequences attendant upon the desire to create Democracy over-night in a society unprepared by political experience. Nearly a century elapsed after the outbreak of the Revolution before the French themselves achieved any stable degree of working Democracy. Similarly, after 1919, the newly-created democratic governments of Eastern Europe and the Balkans turned one by one into dictatorships, with the lone exception of Czechoslovakia—which, significantly, was better prepared economically, culturally, and politically than any of her neighbors. In other words, stable Democracy requires a long period of preparation—in political experience, education and economic development.

A second conclusion follows from the first. Democracy implies far more than paper constitutions or specific political or economic institutions. England, certainly a Democracy in the relative sense of the term, has never had a written constitution; the German Republic between 1919-1933 had one of the most democratic constitutions in the world—on paper. On the other hand, France was a unitary Republic; England a monarchy; and the United States a federal Republic—yet all were leading examples of Democracy. Hence it would follow from these and many other possible examples, that Democracy cannot be identified with particular institutions or governmental structures.

Thirdly, the frequent attempts to define Democracy by such terms as "rule of the people," or "majority rule," or "freedom of the individual" are misleading and unacceptable if one would get to the most essential element in the practical Democracy. Actually, the "people" never actively rule, nor do the "majority," and any lasting government usually has majority back of it; while the phrase "freedom of the individual" is much too ambiguous to be very helpful. The point is that Democracy cannot be accurately defined by **who** rules—for the few always perform the functions of ruling. Rather, one must seek **the relationship existing between the rulers and those who are ruled** in order to arrive at the core of a definition of modern Democracy. Democracy is not a particular procedure of government, nor does it mean the active rule of any particular group—but Democracy is a way to determine who will govern and how such government will be carried out.

Fourthly, we arrive at the key to a definition of Democracy. Democracy exists in the same degree as the right freely to organize and to solicit opinion. Application of such a test will distinguish Democracy from all other systems. It means that the question of who shall govern is referred to public opinion; it means that Opinion is master of the government, not that government is master of Opinion. There are several important implications which follow necessarily from such a definition of the essential element in working Democracy.

One necessary corollary immediately leaps to mind. Conflicting opinions and opinions hostile to governmental policy must have the **equal** right to organization and proselytization. This is not to say that the right to violently overthrow the freely chosen government should exist; rather, such use of violence fatally impairs the equal rights of others opinions to organize and advocate. But through organization and solicitation, Opinion in a Democracy must have the freedom to make and to modify the government. In no other way can adaptation to change be insured through the democratic processes.

But the slow growth and practice of a high degree of

Democracy in the above sense does not necessarily assure the permanence of that Democracy. For one thing, Opinion must be enlightened enough to avoid choices which in the long run might prove fatal to Democracy; Democracy can be no more enlightened than the Opinion of its citizens. Furthermore, it is essential that Democracy be able to solve the various problems which face it by measures that remain within the framework of the democratic process. In recent times relatively democratic governments have been faced by problems attendant upon economic breakdown or the stresses of war—problems too huge to be solved through the free interplay of differing opinions. Such governments have rapidly lost whatever degree of Democracy they formerly possessed.

Finally, there must be some practical way to organize opinion; and there must exist some dominant issue outside of narrow class interests, around which Opinion gathers and divides. Modern democracies have met this need by the evolution of political party systems.

In the opinion of one recent spokesman on the subject (Lawrence A. Lowell, *Foreign Affairs Reader*, p. 264):

The loyal party opposition, which assumes the responsibility of ruling when a change of popular opinion occurs, is the great political invention of the last two centuries, and the essential principle of democracy on a large scale.

The importance of parties and party issues—neither of which must coincide with narrow classes or class-interests—has been recognized only in comparatively recent years. Until the end of the eighteenth century, parties were disapprovingly called "factions"; and even John Stuart Mill never mentions them. Parties, as has been noted, first arose in seventeenth century England. Parties are essential to the existence of Democracy, providing a mechanism for the division and alignment of Opinion in a way which cuts across strictly class lines—a key to the undermining of Oligarchy. Parties imply the continual criticism of government which is vital for Democracy; hence they may be as-

sociated, but must never become coterminous with, class lines—or Democracy will cease to exist. Democracy transforms class-struggle into party rivalry.

To sum up: Democracy in the modern world is not complete anywhere; it has always evolved slowly through a necessary period of preparation from origins first clearly apparent in the seventeenth century; it cannot be identified with any particular form of political or economic institutions, for such institutions must recognize constant changes; nor can it be accurately analyzed as the "rule of the people" or by other similar catchwords. The essential element in Democracy is the right freely to organize and to proselytize Opinion. And—it should be added—although stable Democracies must evolve gradually, they can be destroyed quickly by reversion to class conflicts or by problems incapable of solution by democratic means. But Democracy as conceived in this essay is adaptable to historical change, so long as it is not erroneously identified with static attitudes or institutional forms. The current experiment in Britain, for example, would thus fit the above definition of Democracy fully as well as the government, institutions, and society of the United States. No less a Democrat than Thomas Jefferson has spoken with penetration when he wrote:

In every free and deliberating society, there must, from the nature of man, be opposite parties, and violent dissensions and discords; and one of these, for, the most part, must prevail over the other for a longer or shorter time. Perhaps this party division is necessary to induce each to watch and relate to the people the proceedings of the other. But if on a temporary superiority of the one party, the other is to resort to a scission of the Union, no federal government can ever exist. . . . I tolerate with the utmost latitude the right of others to differ from me in opinion without imputing to them criminality. I know too well the weakness and uncertainty of human reason to wonder at its different results. . . . Which is right, time and experience will prove. . . . (If a book) be false in its facts, disprove them; if false in its reasoning, refute it. But, for God's sake, let us freely hear both sides."

News of EWCE Graduates

Superintendent George Anderson announces the election of WALLACE BANNON as grade school principal for the Harrington schools, to succeed IRL NOLEN. MR. BANNON was a teacher in the Wilbur schools and later on was grade principal there and the past year he taught at Odessa.

He has a bachelor degree from EWC and a principal's certificate. He was outstanding in athletics during his college career and played an important position on the college football team. Mr. Bannon is interested in Boy Scout work, and has served on the district committee for this Scout area. He has a wife and small child.

AL H. BOWLES has been teaching public speaking at Seattle College, winter and spring quarters, and is scheduled for this summer also. He has been in Seattle radio now for about five years, and was on station KXA three years as an announcer. In addition to teaching at the college, he has been head instructor at the Rex Radio School, for about a year, teaching radio speech, announcing, newscasting.

LLOYD HEARN, senior journalism major at the University of Southern California, has been promoted to feature editor of the college paper, *Daily Trojan*. He pledged the journalism honorary, Sigma Delta Chi. Mrs. Hearn the former BETTY JANE CORMANA, is employed in a newspaper office on Los Angeles while her husband completes his college work. Both are former Eastern Washington college graduates.

MRS. DAISY WALE, who has taught seventh and eighth grade subjects at Central school for the last 19 years, will retire upon completion of this term of work. Prior to her work locally, Mrs. Wale taught in Illinois and at Dixie, Wash. Her school training was at Carbondale, Ill., and at EWCE. An exceedingly thorough teacher in every respect, Mrs. Wale can take pride in the number of capable students she has instructed, their record of accomplishment, and the fact that after a year's association, their continued respect has been won.

MRS. ARCHIE T. E. McCORMICK, W. 1019 Eighteenth, author and teacher of writing, is included in the 1948 "Who's Who in the East," according to proofsheets received from the A. N. Marquis company, publishers of the volume. MRS. McCORMICK, whose maiden name was ALMA HEFLIN, is also mentioned as an aviatrix.

CHARLES SALT, principal of Cheney junior high school for the last nine years, was unanimously elected superintendent of Cheney schools to succeed W. J. Cooil, who resigned after 18 years' service to become an associate in the Clark-Brewer teacher's agency, Spokane.

SALT was a high school student of Cooil's in Sprague and taught under his superintendency in Mullan and Cheney. A graduate of Eastern Washington College, with advanced work at the University of Washington and Master's degree from Washington, SALT has sponsored the athletic program which has resulted in Cheney's success in sports activities.

Twenty members of Mrs. Louise Anderson's nutrition class at Eastern Washington college ate 10-year-old fruit cake yesterday because of a promise made in the same class in 1937 by EDNA SHINDLER, now a teacher in the Bemiss school in Spokane. In December, 1937, Mrs. Anderson gave each member of the cooking class a thin slice of fruit cake made by Mrs. W. G. Sutton in 1897. MISS SHINDLER exclaimed: "I don't believe that cake is 40 years old! If this cake I'm working on right now is any good in 10 years, I'll send it to you and admit the one I just ate was 40." MISS SHINDLER remembered her promise, and recently sent the cake to Cheney.

This February, the play, "Hasty Heart," was reviewed in Rosalia by a former dramatic teacher of Eastern Washington College of Education, MRS. WALTER C. HAUSE, at the Rosalia Alpha Club meeting in social rooms of the Methodist Church.

In January, the Phillips 66 basketball team of Bartlesville, Oklahoma, poured in 47 field goals tonight to defeat Hackeney's service team of former Fairmount high school stars, 102 to 39. Forward JACK PERRAULT of the Phillips team, Toppenish, Wash. boy, former Eastern Washington Collegiate star, scored 25 points, and six of his mates collected ten or more.

DR. WALTER C. BAYNE, formerly of Berkeley, Calif., is opening dental offices in the Medical Center Bldg. Dr. Bayne is a graduate of North Central high school and attended Eastern Washington College of Education, Washington State College, and Gonzaga University. Following his graduation from the dental college of physicians and surgeons in San Francisco, he practiced in Berkeley, where he was also a staff member of the Henick Memorial hospital. DR. BAYNE is a member of Tau Kappa Omega and Omicron Kappa Upsilon, national dental honor societies.

Moses Lake will have a kindergarten for the first time next year, it was announced today by C. B. McFadden, superintendent of schools. Limited to sixty children, the kindergarten will be taught by MRS. GERTRUDE LaFRENZ, who will graduate this spring from EWCE at Cheney. She formerly had kindergarten teaching experience in Chelan and worked with a nursery school and child center in Seattle.

Mr. and Mrs. R. W. Nessly and their daughter, Shirley, now in the Philippines, have just completed a three-day furlough at Camp John Hay, armed forces recreational center near Baguio City, northern Luzon, summer capital and playground of the islands, the army public information service reports.

NESSLY is the son of Mrs. Joselia Nessly, Tum Tum, Wash. He graduated from EWCE and attended Washington State College. He is chief of the manpower utilization branch of the personnel section in the Philippines-Ryukyus command, Manila. He served previously in Austria and England.

Jack and Margaret Fea, graduating in June, will be teaching in Sunnyside beginning September.

Mary Christman, present treasurer of KDP has signed a contract for third grade at Opportunity in the Spokane Valley.

Burl Estes, a winter quarter graduate, is now teaching in Merced, California.

Thelma Benedict, fondly remembered at EWCE as "T.B.," is completing her studies at the University of Washington this June under a scholarship and will receive her secondary certificate in Social Studies.

Henry Eaton remains as principal at the Chewelah Elementary School where he has been for the last two years.

ENGAGEMENTS AND WEDDINGS

Mr. and Mrs. Warren Bartanen were married in the First Congregational Church in Walla Walla April 4. The bride is a graduate of Kinman Business University. Mr. Bartanen, son of Mrs. Elmer Bartanen of Spokane, is attending Eastern Washington College of Education. The couple is residing in Spokane.

Mr. and Mrs. Harold Nordling of Seattle were married March 20. The bride is the former MISS ALICE HAGAN of Waverly, Wash. She is a graduate of EWCE and is now teaching in Seattle.

Mr. and Mrs. Olof Pearson announced the engagement of their daughter, ROMAINA ADELINE PEARSON, to Phillip A. Olson, Jr., of Seattle. Miss Pearson, a graduate of EWCE is a member of the faculty of Washington State College.

Miss Elizabeth Smith, daughter of Mr. and Mrs. Lester V. Smith, who is a senior at EWCE will be married shortly to John L. Moore, son of Mrs. Clair Moore, Kahlotus.

Mr. and Mrs. John H. Stout of Deer Park, Wash., announce the engagement of their daughter, GLADYS BELL STOUT, to Malcolm Ottignon Post of Seattle. Miss Stout is a graduate of EWCE, and is a member of Kappa Delta Pi, national education honorary. She has also done graduate work at the University of Washington.

Announcement is made by Mr. and Mrs. E. J. Lowe, Rt. 1, of Spokane, of the engagement and forthcoming marriage of their daughter, DOROTHY E. LOWE, to Robert C. Lowe of Tacoma, Wash. Miss Lowe is a graduate of EWCE.

Announcement is made by Mr. and Mrs. E. L. Frank, W. 417 Shoshone, of the engagement of their daughter, Barbara Irene, to James Robert Woodworth, son of Mr. and Mrs. W. H. Woodworth of Hood River, Ore. The wedding will take place June 12. Miss Frank, a graduate of Eastern Washington College of Education, is a Mu Phi from the University of Washington and is a member of Kappa Delta Pi, educational honorary. Mr. Woodworth is in his last year at Eastern Washington College of Education. He belongs to the "W" club. Miss Frank is a Spokane grade school teacher. They plan to reside at Cheney until Mr. Woodworth graduates.



"I have enjoyed the work here under Superintendent George Anderson where I am teaching in the school for Mexicans in the third grade in their large Americanization School, but this climate simply is not for me. Friday it was 110 degrees in my room and they tell me I haven't known real hot weather yet.

"The children, having language difficulty, do not progress as rapidly as others, but I made a special effort to work with mine and I feel I can promote all but one into the fourth grade. I introduced rhythmic writing to them and how they enjoyed it. They love music, art and arithmetic and they finally mastered writing. They now enjoy all their work. We made notebooks while reading the science reader and they are begging me to take them on a trip but they are so very excitable, I am afraid something may happen. They are very quiet while working but as soon as a class is dismissed they all babble on in Spanish; one simply cannot stop that habit they have. However, they are kind and loving and enjoy fun; one must not expect too much, I guess."

Ella Hendrickson (Speece), 244 S. Imperial St., Brawley, Cal.



Kappa Delta Pi News

by
Meryl Wood
Dorothy Lee Dodd
and
Dr. Obed Williamson

Delta Kappa Chapter elected Dr. Obed Williamson and Meryl Wood to represent the chapter at the Kappa Delta Pi Convocation held this year in Atlantic City, February 24 to 26. Meryl travelled with the Delta Omicron (Central Washington College) delegates, Frances Hoydar and Jean Sampson. Dr. Williamson left a week earlier to attend meetings in Cincinnati and Philadelphia.

The Kappa Delta Pi Convocation is one of the finest conferences of students and teachers of education in the country. Here assembled were representatives of the 154 chapters from all parts of the United States. Here the policies and program of Kappa Delta Pi are drawn up by student and faculty representatives working democratically together for three exciting days.

Blended with the excitement of controversial discussions and meeting new and oftentimes famous people, was a note of sadness over the absence of Dr. William Chandler Bagley, for many years Laureate Counselor, and the one person most responsible for the organization of Kappa Delta Pi. Also absent were Dr. Charles H. Judd, who gave the lecture at the Convocation two years ago, Dr. H. H. Horne, formerly of New York University and Patty Smith Hill, of Teachers College, Columbia. All three persons were members of the Laureate Chapter. Dr. E. S. Evenden of Columbia University gave the "In Memoriam" for these people.

The Convocation was also saddened because Dr. T. C. McCracken, president of Kappa Delta Pi, was unable to attend due to serious illness. Dr. Frank L. Wright, Washington University, St. Louis, Executive Second Vice President read Dr. McCracken's presidential address. He said that two hundred subscriptions to the Educational Forum are being sent to people in war devastated countries.

Further evidence of the international mindedness of Kappa Delta Pi is the tentative plan for the Bagley memorial. The plan is to provide funds for exchange teachers with foreign countries. Members of Kappa Delta Pi with three years of teaching experience may apply for exchanges with teachers from foreign lands, who, of course, need not be members of the Society. The plan will be publicized when the details have been worked out.

"One of the outstanding features of the whole convocation was the afternoon lecture by Dr. George S. Counts," Meryl reported. "Dr. Counts, about whom I had read and heard so much, is a good-sized man with a forceful, colorful personality which made up fully for his plain dark blue tie and black suit.

"Dr. Counts took up the question, 'What will Russia do next?' and discussed it in the light of the observer who examines closely the personalities of those who make up the governing body of Russia's Polit-Bureau.

"He believes their plan is, as it has always been, world revolution. These men count on the economic collapse of the United States, and until they give up that idea entirely, they will continue with their present policy. They base their revolutionary possibilities on three major factors, (1) paralysis of the old order of government and economics, (2) absence of strong leadership in the democratic countries, and (3) presence of a strong revolutionary body in the various countries.

The sooner this is accomplished, the sooner will the Russian Polit-Bureau abandon their present program of world revolution when they are convinced it will not succeed. Dr. Counts emphasized that the leaders are looking for a complete collapse in the United States. We must solve the immediate economic problems in our country for only then will Russia reverse her policy.

Many practical suggestions for the improvement of the chapters were offered. For example, some chapters have a member of the faculty serving as chairman of the membership committee. He holds this office year after year and the rest of the faculty, knowing this, send recommendations for membership to him throughout the year, thus insuring the election of the best students on the campus.

During the meetings, reference to the alumni activities came up again and again, and there is a desire for more alumni chapters throughout the country. Also, Dr. Williamson pleads with alumni to be sure to send in their present addresses so that his records may be kept up to date.

Climaxing the convocation was the big dinner held in one of the finest hotels on the Boardwalk, the Traymore. The hotel string ensemble furnished chamber music during the dinner and the service was excellent. Everyone was formally attired and the huge room presented a festive note as background for Howard E. Wilson's address, "The United State National Commission, An Experiment in Intellectual Cooperation." Dr. Wilson described at length the manner in which UNESCO gives focus to American ideas and culture, through informational bureaus in the United States sending a one way stream of material abroad, through reciprocal relations such as those actually taking place in the UNESCO conferences themselves and through travelling "missionaries of peace"; and through the UNESCO organization direct. He explained why the committee must to a certain extent be governed by the foreign policy set by the State Department.

The Chief task of UNESCO, stated Dr. Wilson, is to study interchanges of peoples and cultures throughout the world and to plan in the interests of cultural solidarity.

"It was a great privilege to attend a Convocation of Kappa Delta Pi. It makes one appreciate more fully the national scope of the organization and its high national dignity and prestige. It was a thrilling experience to meet and work with fellow members from Alabama, New York, Virginia or Minnesota—persons who are considered top notchers in their respective colleges. We have learned a number of things which will help our chapter and gained some fine friends. We rubbed elbows with some of the most outstanding educators in the United States. We wish to express our deep appreciation to Delta Kappa chapter for making it possible for us to attend the 1948 Convocation of Kappa Delta Pi."

SPRING QUARTER INITIATES NAMED

Ten promising future teachers received invitations to join Kappa Delta Pi this week. Pledges received their little jade and violet ribbons at pledge ceremonies held Thursday, May 13th at 4:00. The formal initiation is planned in conjunction with the freshmen and sophomore honor students reception for May 25th.

These pledges have done much to distinguish themselves at EWCE or in the teaching field, as being worthy of membership. **Mrs. Beverly Porter**, Cheney, a transfer from Bellingham, is a member of Who's Who in American Colleges and Universities, and better yet, has a charming son of ?? months. Yet she finds the time to study! **Mrs. Marian (Eicher) Frankin**, also of Cheney, has been social chairman of ASB this year and is a member of Tawanka. **Art Boettcher** is a member of Scarlet Arrow and has been an outstanding football player. He and Diana go to Moses Lake to begin their careers in education next year! **Mrs. Garland Coffeen**, a transfer from Coeur d'Alene Junior College is a resident of Trailerville and a welcome addition to the Chapter. **Bobbee Lytle** receives her B.A. in June and will teach in Aberdeen next year. Bobbee taught a year in Coeur d'Alene before coming to EWCE. **Wayne Stenson** has been an active member of Alpha Tau Gamma. **Mrs. Vera Wynstra** can boast a superintendent of schools for a husband, and a ten year old son. Mrs. Wynstra, of Bremerton, returned to EWCE last year to complete her studies after having taken time out for homemaking. We understand that the Wynstras are going to Columbia University next year where Mr. Wynstra will study for his Doctor's degree. **Mr. Mervyn Horner**, a graduate student at EWCE and superintendent of Hartline and Coulee City schools. **Betty Simpson**, also Spokane, is AWS president for next year, a member of Tawanka and Golden Circle. **Jim Wood**, Spokane, is a member of the German Club, Public Discussion Squad, and has been active in dramatics, having taken the leading role in "The Soldier's Wife," and played in "Snafu." Jim has otherwise distinguished himself as the husband of our president, no less!

Mary Story, doing her cadet teaching at the Lexington School for the deaf as a student at Teachers College, Columbia University, will receive her M.A. in June. Mary was recently initiated into Pi Lambda Theta, also.

Edward Anderson is at the University of California in Berkeley, instead of Stanford as reported in the last Kappa Delta Pi news.

Bessie Thompson who completed her studies at EWCE at the end of winter quarter has gone to Alaska as stewardess for the Pacific Northern Airlines.

Marjorie Neeley, who receives her B.A. in June, has a graduate fellowship at Ohio University for next year. Mrs. Neeley's major is guidance and counselling and has had a first-hand opportunity to try her charms at the job as assistant house-mother at Senior Hall this year. Good luck Marjorie!

Miss Charlotte Lang, who has been studying at Columbia University the past year, will return to EWCE Elementary School where she will resume her duties as sixth grade instructor. Miss Lang is known as the "grand little lady" of Whitter Hall at Columbia!

Nora Swanson, now teaching in Colfax, will be with the Spokane schools for the year 1948-49.

Margaret Smith, in charge of one room of lively first graders in Colville, will be teaching in Pullman next year. (To be near WSC! She's wearing a diamond nowadays).

WE MADE IT!

April 26, twelve winter quarter pledges were initiated into Delta Kappa Chapter of Kappa Delta Pi. As part of their initiation they presented a panel discussion on "Should College Requirements Be Raised?" By the time the discussion got under way we found ourselves talking about higher standards for teaching, proving that we are at heart real "educators"!

With David Austin, Roseburg, Oregon, as chairman, stimulating arguments were presented on either side. After producing proof that there is a positive correlation between high academic standards and success in one's chosen field, we conclude that those in favor of higher standards won out. Maybe we will be joining you in the teaching profession and maybe we won't.

"The Five Year Plan" was open to criticism, favorable and otherwise, by participants, some arguing that five years would be apt to discourage the would-be grade teacher, while others maintained that a good prospect for the teaching profession should be able to hold up under five years training and be a better educator as a result of additional study. Those opposing a longer academic training period argued that such a plan would do little in screening out those who should not be teaching since they would be able to complete the fifth year anyway.

New members are: Mrs. Gwendolyn Burke, Spokane, now teaching fourth grade at the College Elementary School, and who will receive her B. A. in August; Louise Johnston, Hoquiam, who is doing her cadet teaching under Mrs. Burke, and who will receive her B. A. in Ed. and B. A. in Social Studies in August; Francene Pauly, Walla Walla, who will become Mrs. Verne Bennett in August and will be teaching in Spokane; Richard Campanelli, also of Walla Walla; Mrs. Pauline Lothspeich, Thompson Falls, Montana, who will be teaching first grade in Cashmere next year; Dorene Foster, Dayton, new president of next year's senior class; Mrs. Mary Cummings and Dorothy Lea Dodd, Spokane; Charles Manley, Oroville, who will be teaching in Moses Lake next year; Clarence Cross, now teaching Biology at the College; Delbert Spear, Cheney; and David Austin, Roseburg, Oregon.

Mrs. Burke has signed a contract for Spokane. Louise Johnston is returning to her home town, Hoquiam, to teach in the intermediate grades.

THE SOCIAL CALENDAR

The Pencses and the Williamsons gave a supper for members of Kappa Delta Pi at the Williamson home Sunday, May 16th at 6 o'clock. Mrs. Cora Mae Chesnut has invited the Chapter to have dinner at her home in Spokane, Sunday evening, May 23rd. Mrs. Gwendolyn Burke, Mrs. Diana Boettcher and Mrs. Mary Cummings, all of Spokane, have offered their assistance to Mrs. Chesnut in entertaining the members.

HONOR STUDENTS RECEPTION SCHEDULED

The annual reception honoring freshmen and sophomore students who have maintained a grade point of 2.00 or above, will be held at 8:00 p.m. Tuesday, May 25th in the Social Room of Showalter Hall. Francene Pauly is general chairman of the affair, which promises to be one of the highlights of the year for Kadelpians. On her committee Francene has Dorene Foster, Mrs. Estella Tiffany, Miss Evelyn Goodsell and David Austin.

Tawanka News

Here and about with former Tawanka's:

Bessie Thompson, who graduated at the end of this Winter quarter is now a stewardess with the Pacific Northern Airlines in Alaska.

Bonnie Beattie has been teaching in Camas for the past two years and will be married to **Al Janssen**, formerly of EWC, in June.

Mrs. Fred Pope, Jr., the former **Peggy Beattie**, is now living in Huntington Beach, California.

Jeanne Barton is still very much a part of the Connell school system and plans to teach there next year.

Margaret Smith is wearing a diamond from Mark and will teach in Pullman next year. (Her future husband will be attending WSC then.) She has been teaching in Colville for the past year. **Vada Womack** is also completing a year in Colville and will be in Auburn next fall. Completing the line-up in Colville is **Jeanne Weber Storer** who has been teaching Physical education and doing remedial work.

Up to her neck in work in the Sprague schools is **Marian Becker**, who works part time with the grade school youngsters and part time with the high school students.

Janet Rodeck is married and keeping house in Odessa.

Among the married Tawanka Alumni living around the campus are **Mary Alice Thompson**, **Bobbie Woods Penhallen**, **Wanda Stearns Anderson**, **Marian Banks Bartlett**, and **Katie Erickson**.

Mrs. Jean Stevens, formerly Jean Ferguson, is still instructor in music at the college. She will take a year's leave of absence at completion of this spring term.

Alaska may be the vacation spot of **Miss Mabel Pearson** this summer, but she will be back to teach the Laboratory school first graders again next fall.

And now, on to the Spokane Alumni! **Mrs. Mary Kent Allbaugh** and **Mrs. Emma Louise Morris Rowlands** are teaching in Orchard Avenue, **Betty Stewart Hennessey** at Bancroft, **Elsie Lange Logan** and **Virginia Smith** at Dishman, **Pansy Stahl** at Hamilton. Also teaching in Spokane is **Maxine Forsyth** (the exact school is unknown to us, sorry).

Other active members of the Spokane Alumni are **Florence Howton Bungarner**, **Edith Cross Chambers**, **Harriett Collin Cassidy**, **Beverly Byers Donner**, **Bebbs Carter**, **Alice Anderson Ellis**, **Agnes Silkforth Hammond**, **Mary Wrather Hart**, **Grace Fyhrie Hemstead**, **Marguerite St. Dennis Maguire**, **Louise Hodge Millar**, **Gertrude Williamson Myhre**, **Audrey Gross McMahon**, **Mary Agnes Praetorius**, **Dorothy Smith Roark**, **Wilma Clay Reeck**, **Gertrude Ames Salt**, **Betty Stewart** and **Lorene Teague**.

Those who have traversed beyond the bounds of Washington are **Marjorie Lyons**, Arizona; **Katherine Millar Peterson**, San Francisco; **Easter Williams**, Arizona and **Virginia Isaacson**, Montana.

Among the associate members are **Frances Still Edgerton**, **Maxine Dicuss**, **Wilma Goodrich**, **Marie Segeseman Henry**, **Marg Kahl Miller**, **Mildred Gay Moos**, **Mickie Day Philabaum**, **Ruth Russell Roberts**, **Dorothy Becker Rollo**, **Mirlinda Gehring Richardson**, **Marian Sampson**, **Dorothy Fedder Stumpf**, **Alverta Wrights** and **Sally Wetzel**.

That's all for the Alumni!

Now for some news of this year's Tawanka events on the campus. Ten new members were tapped this quarter. They are **Lois Holeman** and **Marjorie Kingsley**, Richland; **Irene Mann Bennett**, Reardan; **Shirley Phillips**, Bremerton; **Pauline Dills**, Moses Lake; **Jackie Alexander**, Waitsburg; **Joan Rhodes**, Oroville; **Sally Sampson**, Janet Dawe and **Marlys Erickson**, Spokane.

The club's adviser for the past year has been Miss Dorine Guthrie, instructor in Math. at the college.

Some of the highlights of this year were the club's annual tolo held on April 2 with the theme based on April Fool's Day. Patrons and patronesses at the dance were Dr. and Mrs. Walter Isle and Mr. and Mrs. Ray Giles. (Incidentally Mrs. Giles is the former **Carolyn Polenske**). Special guests were Miss Guthrie, Mrs. Fedelia Risley (acting Dean of Women) and Mr. Charles Herring (Dean of Men).

The club also entered two booths at the AWS Carnival May 15, plus the many other services which they perform for the school.

And that's "30" for now.

We would like to make this Alumni page your page, so will you former Tawankas please send us any news items which would help us to make this **your** page. Thanking you in advance for your cooperation.

The Tawankas.

Splinters from the Bench

by Hank Coplen

A quick glance back at the athletic program at Eastern Washington College during the fall of 1947 and winter and spring of 1948 can certainly be considered a bright and encouraging one. The Savages of Eastern gained a tie for the football crown, a second in the basketball race, produced the Pacific Coast heavyweight titleholder, and as this article is going to press a strong bid will be made for two more titles as the baseballers are at present leading the Eastern division, while the thinclads are considered as a serious threat to repeat as conference track champs.

Coach A. H. "Abe" Poffenroth in his first season as head grid mentor at Savageville deserves a lot of credit for the way in which he tutored the Red and White gridgers through a season marred only once by defeat. The Savages dropped their only defeat to a powerful University of Montana eleven which downed W.S.C. and Idaho. The title had to be shared with the Pacific Lutheran Gladiators who battled to a 7-7 deadlock on the local gridiron with our underdog Savages. These two darker moments were brightened by six victories over the following schools: North Idaho College of Education, Whitworth, St. Martins, Central

Washington College, Idaho State College, and Western Washington College. In these eight games the Savages rolled up a total of 143 points, while displaying strong defensive power by holding their opponents to a mere 40 points.

Along with the credit due to Poffenroth goes equal credit to an outstanding assistant coach Dan Stavely, and to trainer Merle Vannoy. The strong defensive spark displayed by Eastern was due largely to the work Stavely prescribed for the linemen. Vannoy played an important role in keeping the boys in top shape and checking injuries in the early stages before they became serious.

Only three members of this strong Savage grid machine will leave via the graduation route which points to another bright season for the "Poffenrothmen." The 3 "B's," Adrian "Binks" Beamer, Wayne Buck, and Art Boettcher, are the members of the squad who will receive their diplomas this spring. Beamer was captain of the team and also a choice on the All-Winco eleven.

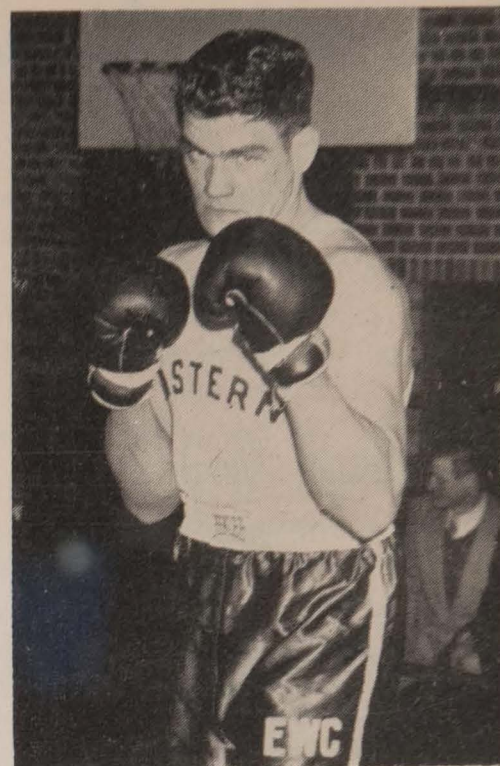
The WINCO basketball campaign was probably one of the toughest in the league's history as every team in the conference had a strong club which saw frequent upsets and even the champion Lutes tasted defeat. The Savages missed the services of All-American Irv Leifer, but Coach W. B. "Red" Reese soon found a winning combination which began to click in early January. The Savages faced one of the roughest pre-season schedules in the school's hoop career, meeting the rugged University of Wyoming Cowboys, Idaho's Vandals, the Gonzaga Bulldogs, the University of Montana, and the Longview Lions, one of the strongest independent teams in the Northwest. After making a very impressive showing against these non-conference teams, the Eastern five went on to capture the runnerup spot in the league and to hand the championship Pacific Lutheran five a 60 to 43 shellacking in conference play.

The mainstays of Reese's cage crew were seniors John Lothspeich, George Gablehouse, and George Hering; sophomores Dick Luft, Bill Hallett, Joe Gruber, Mal Dix, Gene Burke, and Holt Brewer; and freshmen Pat Whitehill, Dick Eicher, and Gene Kelly. Gablehouse consistently led the Eastern scorers and gained a berth on the All-Winco team.

Along with the eight experienced boys returning, Coach "Red" Reese has his eye on several members of "Abe" Poffenroth's twice beaten Junior Varsity five which went through a rugged schedule of games bowing only to the Washington State Frosh. The "Reesemen" will be a strong contender for the first Evergreen title next winter with the help of these returning boys plus the newcomers who can be counted on to provide much competition.

Intercollegiate boxing took its place among the list of competitive sports at Eastern Washington with Merle Vannoy at the helm as coach. The mittmen made a fine showing in their meets with Washington State, Idaho, Gonzaga, and Farragut. Big Herm Pein who improved steadily as the season progressed hit his peak at the Pacific Coast meet in Sacramento to win the heavyweight crown. Sportswriters and coaches acclaimed Herm as the class of the tourney, which was highlighted by his win over Matthews of U.C. L.A., heavyweight favorite. Coach Vannoy deserves a lot of credit for the fine start he has made in the ring sport which undoubtedly will expand with time.

Coach "Red" Reese's track team has been fighting its toughest battle with old man weather in hopes of a little sunshine and warm weather. "Hustlin' Holt" Brewer, the Savage's speed merchant, is definitely being considered as contestant at the Olympic games trials. The Toppenish



HERMAN PEIN

speedster has been clipping off the 100 yard dash around 9.8, the 220 yard dash in about 21.4 or 21.5, and runs a much better than average quarter mile on the relay team. Tony and Fred Carpine, nephews of Vic Carpine, former Eastern sprint start, run the 880 and mile respectively in good time and are consistent point getters for the track team. Norm La Vigne, Ernie Caviness, Ed Stephan, James Clark, Herm Pein, Pat Whitehill, Gene Hoon, Wes Stewart, Bob Fisher, Larry Kiehn, Jerry Carlton, Bill Johnson, Dave Harrington, Al Latimer, Franklin Taylor, and Rod Webster have all been important in the track campaign so far this spring.

The Eastern Washington baseball team has won eight of its first ten starts this spring and at present is leading the Eastern division of the Winco league. The Savage nine is coached by Dan Stavely, who has built a strong offensive club as well as a consistent defensive team. Eastern has won consistently behind the hurling of diminutive "Lefty" Stine and Bud Thrapp, who is also an outstanding backfield man on Coach Poffenroth's grid gang. Merle Michaelson has been capably handling the backstop duties for the team, as Tom Tyrrell, Les Taylor, Skip Arnold, Don Cobb, Herb Payne, Carl Nagel, Enos Underwood, and Gene Burke have been important in the pennant drive. The Savages need only one win in their remaining two games to clinch the Eastern division crown, which would entitle them to meet the Western winner in a three game series to determine the Winco titleholder. The baseball team like the thinclads have been hampered by rain and cold weather.

The tennis and golf teams are both manned chiefly by inexperienced men, but are showing great improvement as the season moves along. Both teams should be ready to make a good showing at the conference meet in Tacoma. The golf team is definitely handicapped by the lack of facilities which necessitates their traveling to Spokane for a workout on the green.

In looking back over the competitive sports program for the past year, Eastern Washington students can certainly be proud of the fine records their teams have compiled. The credit for this success should go to both the boys who have competed and the fine coaching staff which is available at our institution.